

Daily Lesson Plan

Instructor(s): 6 th Grade ELA Unit 4: Poetry: Paul Revere's Ride by Henry Wadsworth Longfellow	Date:
Lesson: Unit 4: Poetry: Paul Revere's Ride by Henry Wadsworth Longfellow Some parts of this lesson are from: http://education.nationalgeographic.com/archive/xpeditions/lessons/17/g35/landsea.html?ar_a=1 http://dx.cooperhewitt.org/resources/lessonplan/paul-reveres-ride-and-the-american-revolution/	Unit 4- Poetry: Paul Revere's Ride by Henry Wadsworth Longfellow

Lesson Preparation: Goals for Today's Lesson

Essential Question(s): Do we need words to communicate well?

Explain to students that throughout the school year they will be posed with big questions that relate to their life and everyday experiences.

Background/Overview: This poem describes the action-packed night of April 18, 1775, the famous ride of Paul Revere. It starts in Boston, where Paul and a friend are talking about the British army. They think the soldiers are going to leave Boston that night, but they aren't sure whether they will go by land or sea.

Paul has a plan to warn people in the countryside about the British coming, but he needs to know which direction they are taking. So the two men agree on a secret code: Paul's friend will signal him by hanging one lantern in the church **belfry** (the tall tower in a church where the bells are hung) if the British are marching out on land, two lanterns if they are leaving in boats. After agreeing on this plan, Paul rows across the river and waits for the signal.

Paul's buddy in Boston snoops around and finds out that the British are going with the boats. So he climbs up to the church steeple, takes a moment to look around, sees the British ships, and hangs out his two lanterns.

On the other side of the river, Paul is all ready to go. He sits on his horse, fiddles with his saddle, and watches the church. Suddenly, he sees the signal and takes off to let the people in the countryside know that the British are coming by sea. He races through the countryside, hitting a new town every hour and calling out to warn people in each place. By midnight he's in Medford, by one he's made it to Lexington, and by two, he gets to Concord.

That's about all we hear about the actual ride. The rest of the poem gives a quick, simple review of the battles that happened the next day. It closes by telling us that, in some spooky way, Paul Revere's warning will echo down through history, whenever the country is in trouble. Makes him sound a little like Batman, doesn't it – although "The Midnight Ride of Batman" wouldn't be such a catchy title.

Learning Objective:

- Students will be able to determine a theme or central idea of a text and how it is conveyed through particular details provide a summary of the text distinct from personal opinions and judgments.
- Students will be able to describe how a particular story's or drama's unfold in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

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- Students will be able to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students will be able to write arguments to support claims with clear reasons and relevant evidence.
- Students will be able to support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCLS for lesson: Standards:

RI.1; RL.2; RL.3; W.1; W.1.b

Materials/Resources: Poetry: Paul Revere's Ride Grade 6.

Use the following link to access PowerPoint Presentation... This PPT can serve as an introduction to the poem.

Paul Revere's Ride

resources.etiwanda.k12.ca.us/...vo.../powerpoint_student.ppt

Paul Revere's midnight ride Web site: www.paulreverehouse.org

This Website goes through the poem line-by-line (Use it as a Teachers Guide if necessary):

<http://www.shmoop.com/paul-reveres-ride-longfellow/stanza-1-summary.html>

Instructional Strategies (Differentiation of Teaching and/or activities):

Whole Group-

Using current maps of Boston, help students retrace Paul Revere's route . How has the Boston area changed since 1775? Is Boston still located on a peninsula? What happened to the Back Bay area? (Back Bay was a marsh until the city's landfill project created solid ground for a residential neighborhood in the mid-1800s.)

Use the link below to access The Connecticut Society: Sons of the American Revolution.

http://www.connecticutsar.org/patriots/revere_paul.htm

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Teacher will provide students with this handout. Students will use the provided information to complete challenge design activity/project.

Paul Revere's Ride
and the Battle of Lexington

In 1774 and the Spring of 1775 Paul Revere was employed by the Boston Committee of Correspondence and the Massachusetts Committee of Safety as an express rider to carry news, messages, and copies of resolutions as far away as New York and Philadelphia.

On the evening of April 18, 1775, Paul Revere was sent for by Dr. Joseph Warren and instructed to ride to Lexington, Massachusetts, to warn Samuel Adams and John Hancock that British troops were marching to

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arrest them. After being rowed across the Charles River to Charlestown by two associates, Paul Revere borrowed a horse from his friend Deacon John Larkin. While in Charlestown, he verified that the local "Sons of Liberty" committee had seen his pre-arranged signals. (Two lanterns had been hung briefly in the bell-tower of Christ Church in Boston, indicating that troops would row "by sea" across the Charles River to Cambridge, rather than marching "by land" out Boston Neck. Revere had arranged for these signals the previous weekend, as he was afraid that he might be prevented from leaving Boston).

On the way to Lexington, Revere "alarmed" the country-side, stopping at each house, and arrived in Lexington about midnight. As he approached the house where Adams and Hancock were staying, a sentry asked that he not make so much noise. "Noise!" cried Revere, "You'll have noise enough before long. The regulars are coming out!" After delivering his message, Revere was joined by a second rider, William Dawes, who had been sent on the same errand by a different route. Deciding on their own to continue on to Concord, Massachusetts, where weapons and supplies were hidden, Revere and Dawes were joined by a third rider, Dr. Samuel Prescott. Soon after, all three were arrested by a British patrol. Prescott escaped almost immediately, and Dawes soon after. Revere was held for some time and then released. Left without a horse, Revere returned to Lexington in time to witness part of the battle on the Lexington Green.

(<http://dx.cooperhewitt.org/resources/lessonplan/paul-reveres-ride-and-the-american-revolution/>).

Directions: Choose one of the design challenges below. Complete each item on the checklist as you work through the design process to meet your chosen challenge. Remember! Your design can be written, built (model), drawn, or any combination of the three. Your final presentation that you will make to the class should last less than three minutes and include a description of your challenge and a description of your design that meets the challenge.

Choice #1: Design an alternate system that could have been used to warn the Patriots about the British coming to Concord.

Choice #2: Design a plan the British could have used to effectively "surprise" the Patriots at Lexington.

Choice #3: Design a way that Paul Revere could have warned the people living on the countryside about the "regulars" coming more effectively than going door to door.

(<http://dx.cooperhewitt.org/resources/lessonplan/paul-reveres-ride-and-the-american-revolution/>).

Review Elements of Poetry: which can be found in Prentice Hall Literature Teachers Edition Unit 4.

Students will know: (Content/Concepts)

- Students will be able to understand events leading up to the Battle of Lexington and the contributions of historic figures in the American Revolution.
- Students will also be able to use their prior knowledge of maps to assist in their design process.
- Students will be able to understand cause-effect relationships regarding events of the American Revolution.
- Students will be able to determine a theme or central idea of a text and how it is conveyed through particular details provide a summary of the text distinct from personal opinions and judgments.
- Students will be able to describe how a particular story's or drama's

Students will do: (Skills)

- Identify** textual support and evaluate its meaning.
- Determine** the author's purpose and explain if the purpose was indeed accomplished.
- Determine** the meaning of words and phrases as used in the text and gain a working knowledge of domain specific vocabulary in context.
- Create** written responses

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<p>unfold in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <ul style="list-style-type: none"> • Students will be able to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Students will be able to write arguments to support claims with clear reasons and relevant evidence. • Students will be able to support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 	<p>explaining how the author develops, compares, and contrasts his/her main idea or argument through multiple topics.</p> <p>Produce clear and coherent writing in which the text structure, development, and vocabulary are appropriate to the specified audience.</p> <p>Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing.</p> <p>Use appropriate transitions to the coherence of written texts.</p> <p>Add relevant facts, concrete details, quotations, and other examples to support a main idea or argument in a written piece.</p> <p>Cite textual evidence to support written responses and apply conventions of Standard English grammar.</p> <p>Write informative/explanatory texts to examine a topic and convey information through the selection and analysis of relevant content.</p>
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Mini-Lesson: Building Background/Activating Prior Knowledge (20% of the Lesson)

Vocabulary:	<p>Paul Revere: a trusted messenger during the American Revolution</p> <p>Sons of Liberty: a secret organization of American patriots</p> <p>Regulars: the British army</p>	
Do Now:		
Mini Lesson: <i>Steps for Building Background</i>	<p>Note Taking: Cornell Note-Taking Method</p> <p>Read <i>Paul Revere's Ride</i> to the class. Ask students to give their impressions of the poem. What is the task that Paul Revere must complete? Is it a quick, easy ride? Does Revere cover a great distance?</p> <p>Do students sense any urgency?</p> <p>Reread the poem or distribute copies to small groups. Give students copies of both a historical map and a current map of the Boston area.</p> <p>As you work through the poem, note the landmarks that</p>	

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Longfellow has included.

Explain to students that there were really three riders that night. (You may need to spend a moment explaining the poet's right to base a story on fact but to make it seem more exciting by using just selected facts.)

Point out geographic features on a map of Boston: Boston Harbor, the Back Bay region near the Charles River, the Mystic River, and the towns mentioned in the poem.

Discuss possible reasons why Revere and his comrades chose to use more than one messenger to warn the colonists and take different routes.

Reasons may include shortest routes, quickest routes, terrain, and British troop placement.

Reread the narrative and follow the map, finding various places mentioned: Old North Church (Why is it named this?), Charlestown shore, Medford town, Lexington (What took place there the day after Revere's ride?), Concord.

Today we can just pick up the telephone and call someone 17 miles (27 kilometers) away, or for that matter 2,000 miles (3,219 kilometers) away. How long did it take riders to travel to Concord from Boston? Was a courier on horseback the most effective means of communication at the time? Was it successful?

Students Practice & Apply New Knowledge (60% of the Lesson)

Group Work and/or Independent Work:

Sketch Theater: Recreate Paul Revere's Ride...have students write scripts and act out the poem "Paul Revere's Ride".

Students must complete one out of two of the tasks below:

Task 1: Write an essay in which you analyze the structure of the poem by Henry Wadsworth Longfellow "Paul Revere's Ride". In your essay, begin by selecting one stanza to discuss. Discuss how your chosen stanza adds to the development of the poem. Explain specific images, figures of speech, emotions, or ideas it introduces that are important to the poem as a whole. Explain specific ways in which the stanza advances the key insight or theme of the poem. Establish and maintain a formal style. Choose words and phrases that convey your ideas precisely. Cite evidence to prove your statements.

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Task 2:

Give an oral presentation in which you analyze connotative meanings and their impact on tone in the poem "Paul Revere's Ride". In your essay, first determine the meanings of words and phrases as they are used in the poem. Explain their connotations-the shades of meaning they express. Then analyze the impact the connotative meanings of the words have on the tone of the poem. Explain how they affect the poem's overall meaning. Finally, discuss how the tone of the poem would be affected if the poet had chosen words with similar definitions but different connotations. Cite evidence to prove your statements.

Task 3:

Write an essay in which you present evidence of the theme of man and the natural world that is depicted in "Paul Revere's Ride".